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ABSTRACT

Developed by music teachers, curriculum specialists, and Arkansas Department of Education personnel, this course content guide is designed to provide a basis for improving student skills with wind and percussion instruments. Developed on six levels, each level corresponds to one year of instruction and consists of basic skills for developing competencies in melody, rhythm, harmony, form, dynamics, tempo, and timbre. Outcomes are identified as skills, listed under each of the elements in three categories--basic skills, developmental skills, and extensions. (DB)

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INSTRUMENTAL MUSIC : WIND AND PERCUSSION

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SO 019 189

Arkansas Public School
Course Content Guide

INTRODUCTION

The Standards for Accreditation of Public Schools, adopted by the Arkansas State Board of Education, require the development of course content guides. The Standards also require that essential skills be identified for each course taught in the public schools of Arkansas. Instrumental Music: Wind and Percussion was developed by music teachers, curriculum specialists, and Department of Education personnel.

PURPOSE

This course content guide provides a basis for improving wind and percussion. It provides a curriculum framework of sequential steps for broad levels of understanding and skills development. It does not specify all minimal outcomes at each level. Where needed, teachers are encouraged to further clarify the development of competencies by adding essential skills.

ORGANIZATION

The guide is developed on six levels, with each level corresponding to one year of instruction. Recommended placement of level three is grade nine. **Level three meets criteria for fine arts high school graduation credit.** Each level consists of basic skills for developing competencies under melody, rhythm, harmony, form, dynamics, tempo and timbre. Outcomes are identified as skills, listed under each element in three categories -- basic, developmental and extensions. Skills are arranged in a sequence of levels to facilitate learning. These levels do not necessarily correspond with grade levels or the number of years a student has been studying. An individual learner may be studying different music elements on different levels at the same time: for example, rhythm at level five, melody at level three and form at level six.

Basic Skills--Skills all students are expected to master. Also they are skills on which minimum performance test items are based. Teachers should aim for students to exceed basic expectations.

Developmental Skills--Skills beyond the basic level should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one level may become basic skills at a later level or may appear in a more advanced course.

Extensions--Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. They stress higher levels of development, processing and problem solving. Also, extensions skills are for broadening learners on grade level without inordinately introducing additional skills from subsequent grade levels.

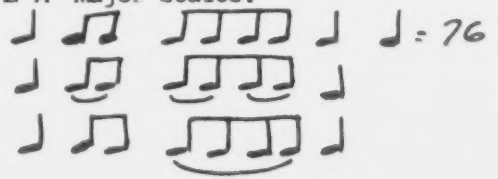
IMPLEMENTATION

It is the responsibility of each school district to provide opportunities for learners to achieve skills. This guide has been written with consideration for the diversity among instrumental music programs in Arkansas schools.

This course content guide is intended to assist teachers, supervisors and administrators in improving music learning and teaching. It is a framework, which sets standards for student learning. Instruction for learning may take place in large ensemble, small ensemble, solo participation or any combination of these. Teaching strategies, music repertoire and rehearsal techniques should be determined at the local level.

LEVEL ONE

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
Identify and explain: a. Clef signs - name lines and spaces b. Time Signature - explanation of numbers c. Bar Lines, Double Bar Lines, Measures. Note values and rest values in relation to time signatures e. Vocabulary - sharp, flat, natural f. Ledger lines	Draw a staff, clef signs, bar lines and name notes on lines and spaces. Play, clap and/or verbalize rhythms and rests in neutral syllables.	
Play major scales in concert F, B^b, E^b, A^b one octave ascending and descending... where appropriate select lowest note. Play from staff notation melodies in concert F, B^b, E^b and A^b major.	Play from memory concert B^b, E^b and A^b major scales.  	Play an exercise or selection using the key signatures for concert B^b, E^b and A^b.
	Play natural minor scales in concert d, g or c one octave ascending and descending... where appropriate select lowest note.	
Play from staff notation melodies in concert d, g or c natural minor.	Notate and play the concert B^b major scale one octave ascending and descending.	
Play from staff notation a chromatic scale one octave using the appropriate chromatic fingerings.	Play concert B^b chromatic scale one octave.	Extend the range of the concert B^b chromatic scale.

BASIC	DEVELOPMENTAL	EXTENSIONS
Identify, and play intervals of a M3rd, P4th, P5th, M6th and octave. Identify and adjust out of tune pitches. Transpose from concert pitch the appropriate tone for your instrument.	Play exercises or selections containing intervals in basic.	Play a solo containing intervals in basic.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play, clap and/or verbalize rhythms in simple patterns using the following notes and corresponding rests:	Play a selection containing a combination of notes in basic by maintaining a steady beat.	Play a selection containing a combination of notes in basic, maintaining a steady beat.
Play exercises containing a combination of notes and rests:	Play patterns of the following notes and corresponding rests:	Play an exercise or selection containing a combination of notes and rests learned in basic.
Demonstrate simple syncopation in 4_4 and ¢ time.	Play an exercise or selection using patterns in basic.	Play a solo containing syncopation.
Play simple melodies in 4_4, 3_4, 2_4 and ¢.	Play selection containing time signatures learned in basic.	Play a solo containing time signatures learned in basic.
Play, clap and/or use neutral syllable note rhythms.	Play an exercise or etude containing the pattern.	
Explain and count 3_8 and 6_8 meter.	Play melodies in 6_8 meter containing the following notes , , , and notes.	Play a solo in 6_8 meter containing notes in developmental.
Play tied whole, half and quarter notes.	Play an exercise or etude containing whole, half and quarter notes.	
Play a selection and interpret a fermata when it appears.		Play a solo interpreting fermata.
Play from staff notation a melody containing sixteenth notes.		
Play with accuracy a music pattern consisting of tied whole notes and half notes.	Play a familiar melody with tied whole, half and quarter notes.	Play a solo with tied whole, half and quarter notes.
11 Identify the conducting pattern of 4_4, 3_4, 2_4 and ¢.		

BASIC	DEVELOPMENTAL	EXTENSIONS
	Play selections using accompaniments.	Play a small ensemble selection (2, 3,4 students) containing melody and harmony parts.
Play as member of an ensemble, a selection demonstrating an understanding of blend and balance.		
	Identify from a grand staff four-part harmony.	
	Play from staff notation I, IV and V arpeggiated chords in at least two different concert keys C, F, B♭, E♭ and A♭ major.	
Play a duet pointing out unison passages and harmony passages.	Participate in the performance of a four-part round emphasizing melody and rhythm.	
From a given pitch, match that pitch by making necessary adjustments for playing in tune.		
Play a selection containing the symbols D.S.		
Play a selection containing one or more repeat signs (%), calling for the repetition as notated.		
	Play a prepared solo demonstrating appropriate phrasing, articulation,dynamics and intonation.	
Play a legato exercise or melody containing two and three note slurs not to exceed quarter notes.		Play a solo containing two and three note slurs.

FORM/STYLE

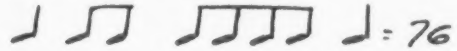
BASIC	DEVELOPMENTAL	EXTENSIONS
Play from staff notation a familiar melody, and point out like and unlike phrases.		
Play and explain a selection in binary form.	Play an ensemble selection in binary form.	Play a solo in binary form.
Play from staff notation the introduction of a melody.		
Play from staff notation a selection in ABA form, and identify the differences between section A and section B.	Play a melody containing sequences, point out the sequential passages.	
Play a notated melody, beginning at the end of the introduction.		
Play a melody containing a repeat sign ‖::‖ calling for the repetition of the section enclosed.		
Play a selection containing D.C. al fine.		
Play a selection containing first and second endings.		

EXPRESSIVE QUALITIES

BASIC	DEVELOPMENTAL	EXTENSION
Dynamics		
Explain the meaning of dynamic terms and symbols for: a. piano - p b. mezzo piano - mp c. forte - f d. mezzo forte - mf e. crescendo - cres. f. decrescendo - decres.	Plan an exercise or etude containing dynamic level markings in basic.	Play a solo using dynamic markings in basic.
Tempos		
Explain: a. allegro b. andante c. ritard d. rallentando	Play an etude containing tempi learned in basic.	Play a solo containing tempi learned in basic and developmental.
	Play an etude or selection and differentiate between allegro and andante.	Play a solo and differentiate between allegro and andante.
Timbre		
Identify by sound musical instruments used in beginning band: Trumpet, Snare Drum Trombone, Bass Drum Flute, Xylophone B♭ Clarinet, Bell Lyre Alto Saxophone	Identify by sound and name the instrument and family to which each of the following belongs: Woodwinds: Flute, B♭ Clarinet, Saxophone, Oboe, Bassoon Brass: Tuba, Trumpet/Cornet, Trombone, French Horn, Baritone Percussion: Xylophone, Snare Drum, Bass Drum, Cymbal, Bell Lyre, Timpani, Tambourine	

LEVEL TWO

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
Play major scales one octave in concert keys of C, F, B♭, E♭, A♭ and D♭.	Play from memory 2 major and 2 minor scales. 	Play a solo or exercise in the tonalities learned in basic. Write 5 major and 2 minor scales learned in basic at least two octaves.
From staff notation in a specific key play diatonic intervals of M2, M3, P4, P5, M6, M7 and octave.	Identify aurally intervals M2, M3, P4, P5, M6, M7 and octave.	
Play from staff notation melodies in concert keys of F, B♭, E♭ and A♭.	Play an excerise or solo using key signatures learned in basic.	Play scales learned in basic using selected articulations. Play the relative natural minor of all major scales learned previously one octave ascending and descending.
Play natural minor scales in concert d, g, or c one octave ascending and descending...select the lowest the possible note.		
Play at sight a melody written in a minor key up to 3 sharps or 3 flats.		
	Using manuscript paper, write three natural minor scales.	
Play and identify the enharmonic equivalent of given pitches excluding * and bb.		
Demonstrate a procedure for determining key signatures.		

LEVEL TWO

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
Play a chromatic scale one octave ascending and descending.	Play concert B^b and E^b chromatic scales from memory at least one octave.	Play an exercise or melody containing chromatics.
	Notate, using manuscript paper, a chromatic scale.	
Demonstrate the ability to alter the pitch by use of mechanical adjustment.		
Explain visually conducting patterns for 3_8, 6_8 (slow, fast).		
Play interval studies of thirds in concert B^b and E^b major.		

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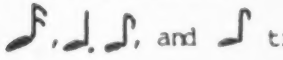
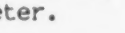
BASIC	DEVELOPMENTAL	EXTENSIONS
Play, clap and/or verbalize an exercise in 3_8 and 6_8 meter.	Play an exercise, melody and/or scale in 3_8 and 6_8 meter.	Play selection or small ensemble literature in 6_8 and 3_8 meter.
Play, clap and/or verbalize exercises with:  and triplets.	Play an exercise, melody and/or scale containing  and/or triplets.	Play exercises or melodies using and/or triplets.
Play, clap or verbalize exercises in 3_8, 6_8, 2_4, 3_4, 4_4.	Play from staff notation a melody in 5 different meters.	
Play from staff notation a melody containing at least one change of meter.	Play an exercise or melody containing two or more meter changes.	Play an exercise or melody containing mixed meters.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play a selection in choral style.		Participate in ensembles (choirs, quintets, quartets, trios, duets, etc.) giving emphasis to blend, balance, phrasing intonation and style.
	Play from staff notation I, IV and V_7 arpeggiated chords in at least two different keys C, F, $B^{\flat}$, $E^{\flat}$, or $A^{\flat}$ major.	Play, from a chart containing I, IV, and V_7 symbols, arpeggiated chords in concert C, F, $B^{\flat}$, $E^{\flat}$ and $A^{\flat}$ major.

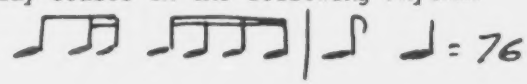
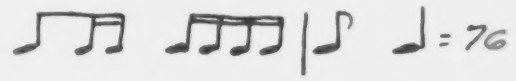
BASIC	DEVELOPMENTAL	EXTENSIONS
Play a "quick step" march in march style and explain the structure (introduction 1st melody, 2nd melody, and trio).		
	Describe, after listening to a recording and/or ensemble experience, the major characteristics of a suite.	
Locate, explain and play the coda of a music composition.	Play, as a member of an ensemble, the coda of a music selection.	Play a solo containing coda.
Describe, after listening to a recording and/or ensemble experience, the characteristics of rondo form.	Play an ensemble selection characteristic of rondo form (ABACA).	
Explain , after listening to a recording and/or ensemble experience, the music form, theme and variation.		
Play a melody marked in staccato not to exceed eighth notes ♩ =72		
		Play a solo containing staccato articulation.
Play a melody marked legato with four note slurs not to exceed eighth notes ♩ =72.		Play a solo in legato style.
Play a melody marked marcato not to exceed eighth notes.		Play a solo containing marcato articulation.
27	Play a selection containing articulations in basic.	28 Play a solo containing articulations in basic.

EXPRESSIVE QUALITES

BASIC	DEVELOPMENTAL	EXTENSIONS
Dynamics		
Play from staff notation a selection and interpret the dynamic markings: a. piano (p) b. pianissimo (pp) c. mezzo forte (mf) d. forte (f) e. fortissimo (ff)	Play an exercise or etude containing dynamic markings in basic.	Play a solo using dynamic markings in basic.
Play a single tone demonstrating a continuous crescendo and decrescendo on one breath.		
Play from staff notation a selection and interpret the marking sforzando (sfz).		
Tempo		
Play a melody and verbally explain the term adagio.		Play a solo containing the term adagio.
Play a melody and verbally explain the term moderato.		Play a solo containing the term moderato.
Play a melody and verbally explain the term presto.		Play a solo containing the term presto.
Play a melody and verbally explain the term largo.		Play a solo containing the term largo.
Timbre		
	Distinguish tone colors produced by various combinations of instruments, and identify the specific instruments involved.	Analyze a composition to determine how timbre changes are used as developmental or variation techniques.

LEVEL THREE

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
Play from staff notation major scales in the keys of C, G, D, F, B♭, E♭ A♭ and D♭, ascending and descending for one octave.	Play a selection, exercise or solo in key signatures learned in basic.	Play scales in the following rhythm: 
	Play E and A major scales one octave ascending and descending in quarter notes.	
		Play at sight E and A major scales in the following rhythm: 
Play from staff notation two melodies in major keys up to 2 sharps and 5 flats (at least one melody in a sharp key and one in a flat key).		
		Identify aurally, intervals of m3 and m7.
	Play from staff notataion in a specific key intervals of a m3 and m7.	
Play interval studies of 3rds in C, F, B♭, E♭, and G major.		
	Write three natural minor scales to include at least one sharp and one flat.	
	Write five harmonic minor scales using necessary accidentals.	

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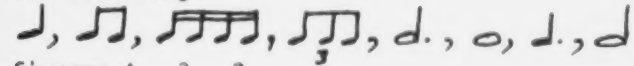
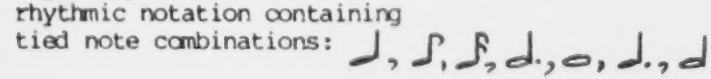
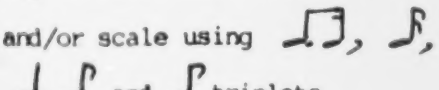
BASIC	DEVELOPMENTAL	EXTENSIONS
Play from staff notation two minor scales both ascending and descending in either the natural minor and/or harmonic minor form.	Locate key tone, and play a melody in harmonic minor.	
Play a chromatic scale two octaves ascending and descending. ♩ =76.		
Play and identify a note in a melody affected by a double sharp.	Play an etude or solo containing double-sharps.	Play a solo containing doublesharps.
Play and identify a note in a melody affected by a double flat.	Play an etude or solo containing double-flats.	Play a solo containing doubleflats.
Demonstrate the ability to alter pitch by use of mechanical and embouchure adjustment.		
Explain, after listening to a recording and/or ensemble experience, the difference between melody and counter melody.		
Play a melody containing a tone marked trill (for appropriate instrument).	Play an etude or solo containing trills.	Play a solo containing trills.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play, clap and/or verbalize the following  figures 4_4, 3_4, 2_4 and 𝄵.		
Play and/or verbalize music containing changing meter (4_4 | 3_4 | 2_4 | 𝄵).		
Play, clap and/or verbalize, using neutral syllables, rhythmic figures in 3_8 and 6_8 meter. (counting 2 and 6 beats per measure).	Play, clap and/or verbalize rhythm patterns in: 6_8, 12_8, 5_8, 7_8, 5_4, 9_8.	
Explain the following rhythmic notation ().	Play a melody utilizing rhythmic shorthand of music manuscript, such as	
Identify sub-divisions of beats using neutral syllables.		
Play, clap and/or verbalize rhythmic notation containing tied note combinations: 		
Play an exercise, selection and/or scale in 3_8 or 6_8 meter.	Play a march in 6_8 meter.	Play a solo consisting of odd meters.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play an exercise, selection and/or scale using  including tied note patterns.		
	Play from staff notation a melody in meter of 9_8 demonstrating implied accents according to appropriate note groupings.	
	Play from staff notation a melody in meter of 7_8 demonstrating implied accents according to appropriate note groupings.	
	Play from staff notation a melody in meter of 12_8 demonstrating implied accents according to appropriate note groupings.	
	Demonstrate double and triple tonguing by playing sixteenth notes and sixteenth note triplets (for appropriate instruments).	
	Demonstrate conducting patterns of 5_8, 7_8, 5_4, 7_4.	
	Demonstrate rhythmic dictation in 4_4, 3_4, 2_4.	

BASIC	DEVELOPMENTAL	EXTENTIONS
Play arpeggios of major scales required at this level (I, IV, V_7).	Play the arpeggios of all major scales required at this level.	Play the arpeggios of all major scales at ♩=72.
	Identify visually and aurally the i, iv, and V_7 chord within a key.	Play arpeggiated i, iv, V_7 chords of minor scales.
Play selections in chorale style, expressing blend, balance, phrasing and intonation.		
		Play arpeggiated diminished 7th chords.
Play a selection containing modulation, and explain the key change.		Play, using chord symbols I, IV and V_7, arpeggiated chord progressions in 1st inversion.

FORM/STYLE

BASIC	DEVELOPMENTAL	EXTENSIONS
Play from notation a selection in ABA form, identifying each section.		
Describe, after listening to a recording and/or playing in an ensemble, the dominant characteristics of a fugue (subject, counter subject and exposition).		
Discuss, after listening to a recording and/or playing in an ensemble, the dominant characteristics of a suite.		
Describe, after listening to a recording and/or playing in an ensemble, the dominant characteristics of Baroque music (performance practices, harmony, texture, dynamics, form, instrumentation and others).	Play a selection characteristic of the Baroque style emphasizing performance practices such as melodic ornamentation, articulation and rhythm.	Play a solo characteristic of the Baroque style.
	Compare the difference and/or similarities of the symphonic band and the symphony orchestra (orchestration, literature, instrumentation and other).	
Explain the difference between a transcription and an original composition for band.		

BASIC	DEVELOPMENTAL	EXTENSIONS
Dynamics:		
Play, as a member of an ensemble, a music selection and respond to dynamic levels as indicated by conductor: forte piano sforzando morendo diminuendo-decrescendo crescendo Play a selection from staff notation and interpret dynamic changes without external cues.	Play an etude or selection containing dynamics in basic.	Play a solo containing dynamics in basic.
Tempo:		
Play a notated melody and respond appropriately to selected terms suggesting tempo (adagio, allegro, presto). Use a metronome to set the tempo. Explain: andantino largo — allegretto larghetto adagio — vivace lento — accelerando ritenuto tempo primo a tempo	Play an etude or selection containing tempi in basic.	Play a solo containing tempi in basic.

BASIC	DEVELOPMENTAL	EXTENSIONS

Timbre

Distinguish tone colors produced by various combinations of instruments and identify the specific instruments involved.

Play, as a member of an ensemble, a selection demonstrating sensitivity to ensemble playing (articulation, intonation, balance, tone, quality and blend).

Analyze a composition to determine how timbre changes are used as developmental or variation techniques.

LEVEL FOUR

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
Play from staff notation major scales in the keys of C, G, D, A, E, B, F, B^{b}, E^{b}, A^{b}, D^{b} and G^{b}.	Play from staff notation a minor scale, both ascending and descending in natural minor and harmonic minor.	Play an etude or solo in major keys C, F, B^{b}, E^{b}, A^{b}, G, D, A and E.
		Play an etude or solo in natural minor keys a,d,e,b,g,c and f♯.
	Play interval studies of 3rds in seven major keys C, F, G, D, A, B^{b} and E^{b}.	
	Write a melodic minor scale one octave ascending and descending using necessary accidentals.	
Play from staff notation a melodic minor scale one octave ascending and descending.	Play an etude or solo in a melodic minor key.	Play a solo in a melodic minor key.
Play from staff notation a melody containing one or more grace notes in the appropriate period style.	Play an etude or solo containing grace notes in the appropriate period style.	Play a solo containing grace notes in the appropriate period style.
Demonstrate the use of alternate fingerings as they relate to intonation adjustments (when appropriate and necessary).	Describe tuning characteristics of your instrument.	
	Demonstrate transposing the melodic line of a melody to another key.	

BASIC	DEVELOPMENTAL	EXTENSIONS
	Demonstrate double and triple tonguing by playing sixteenth notes and sixteenth note triplets (for appropriate instrument).	
Identify conducting patterns for 5_8, 7_8, 5_4, 7_4.		
Play, as a member of an ensemble, a familiar selection using polymeters (6_8 against 2_4, 2_4 against 3_4).		
	Play from staff notation a melody utilizing mixed meters (7_8, 3_4, 5_8) with the eighth note remaining constant.	Play a solo utilizing mixed meters (7_8, 3_4, 5_8) with the eighth note remaining constant.

BASIC	DEVELOPMENTAL	EXTENSIONS
	Aurally identify major arpeggiated chords.	
Play F, G, B^b, E^b, D major arpeggios.		
		Identify arpeggiated chords I, IV and V_7 by placing the appropriate chord symbol below the measure(s) containing each chord.
Play arpeggios of any two minor scales.		
	Aurally identify minor arpeggiated chords.	
Explain, after listening to a recording and/or ensemble experience, the relationship of counter melody to melody in a composition.		

FORM/STYLE

BASIC	DEVELOPMENTAL	EXTENSIONS
Play a march in a stylistically appropriate manner from march music presently being studied. Describe, after listening to a recording and/or ensemble experience, the dominant characteristics of music of the Classical Period (performance practices, harmony, texture, dynamics, form, instrumentation and others). Explain, after listening to a recording and/or ensemble experience, the dominant characteristics of 20th Century music (performance practices, harmony, texture, dynamics, form, instrumentation and other).	Explain the relationship of the exposition section to the development and recapitulation sections, after playing a composition in sonata form. Play a solo and/or selection characteristic of the Baroque style emphasizing performance practices, such as melodic ornamentation, articulation and rhythm.	

EXPRESSIVE QUALITY

BASIC	DEVELOPMENTAL	EXTENSIONS
Explain the following terms: con, non, piu.		
Tempo:		
Explain the use of tempo markings: l'istesso tempo ritenuto adagietto tempo primo a capriccioso ad libitum a piacere	Play a selection containing tempo markings in basic.	Play a solo containing tempo markings in basic.
Dynamics:		
	Demonstrate appropriate use of "terrace" dynamics from music examples.	Play ensemble material using terraced dynamics.
Timbre		
Play a melody and demonstrate the appropriate use of con sordino and senza sordino (brass instruments).		
	Play a music selection demonstrating breath control, embouchure and vibrato, where applicable.	Describe tonal characteristics of selected mouthpieces, reeds and/or mallets.
	Associate ensemble timbres with specific music settings, e.g., church, parade, opera, and dance.	

LEVEL FIVE

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
	Play a chromatic scale throughout the practical range of the instrument.	
Play from staff notation major scales in keys of C,G,D,A,E,B,F,B♭,E♭,A♭ and G♭ in ascending and descending for one octave ♩ =60.		
Play from staff notation melodies in six different major keys.		
Play interval studies of thirds in 8 major keys.	Play interval studies of thirds in 10 major keys.	
Play from staff notation melodies in six different minor keys.	Write 10 major and 7 minor scales learned in basic at least one octave.	
	Write 10 major and 7 minor scales learned in basic at least one octave.	
	Play minor scales a,d,e,b,g,e,f#, 2 octaves at a tempo of =72-90.	
Play intervals of m2, m3 and m7.	Identify aurally, intervals of m2, m3 and m7.	Identify aurally or play intervals of M2, M3, P4, P5, M6 and octave.
	Play a melody containing one or more turns in the appropriate period styles.	
	Play an etude or solo containing one or more turns in the appropriate period style.	Play a solo containing one or more turns in the appropriate period style.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play a melody with changing meters ($\frac{4}{4}$ to $\frac{2}{4}$ to $\frac{4}{4}$) with the basic unit remaining constant ♩.		
Play a melody containing dotted rhythm patterns.		
	Play, clap and/or verbalize rhythm patterns in polymeters (6 against 2) and mixed meters.	
	Explain and play 32nd and 64th note melodies requiring subdivisions of the beat.	
Demonstrate double and triple tonguing by playing sixteenth notes and sixteenth note triplets (for appropriate instruments).		

BASIC	DEVELOPMENTAL	EXTENSIONS
Play arpeggios of all major scales at previous levels.	Play arpeggios of all scales at ♩=72.	
	Identify visually and aurally the I, IV, V_7 chord within a key (root position).	
	Play arpeggiated diminished 7th chords.	
		Play arpeggiated major triads throughout the practical range of the instrument.
		Play arpeggiated minor triads throughout the practical range of the instrument.
		Play, using chord symbols I, IV and V_7, arpeggiated chord progressions in 1st inversion.

BASIC	DEVELOPMENTAL	EXTENSIONS
Explain, after listening to a recording and/or ensemble experience, the stylistic characteristics of the Romantic Period (performance practices, harmony, texture, dynamics, form, instrumentation and other).		
Explain, after listening to a recording and/or ensemble experience, the characteristics of 20th Century music (performance practices, harmony, texture, dynamics, form, instrumentation and other).		
	Explain the dominant characteristics of a concerto, after listening to a recording or attending a performance or playing.	
	Explain the dominant characteristics of a sonata, after listening to a recording or attending a performance or playing.	
	Discuss the difference between a concerto and a sonata, after listening to a recording or attending a performance or playing.	

BASIC	DEVELOPMENTAL	EXTENSIONS
Given a musical selection, explain the terms.	Discuss, after listening to a recording and/or ensemble experience, the music's function, aesthetic qualities and emotional response (i.e. liturgical, secular, patriotic).	
Tempo		
Play, as a member of an ensemble, a selection containing rubato passages by responding to the conductor.	Play a prepared selection marked rubato using the appropriate rubato style.	
Timbre		
	Compare two or more compositions by a given composer, and indicate the stylistic characteristics they have in common.	

LEVEL SIX

MELODY

BASIC	DEVELOPMENTAL	EXTENSIONS
	Play a melody containing one or more mordents in the appropriate period style.	
	Play an etude or solo containing one or more mordents in the appropriate period style.	Play a solo containing one or more mordents in the appropriate period style.
	Write and/or play all major scales and relative natural scales.	
	Identify aurally or play intervals of M2, M3, P4, P5, M6 and octave.	
		Transpose by playing a simple melody line to a new key from staff notation.
		Explain the differences among the natural minor scale form, harmonic scale form and melodic minor scale form.
		Play the a,d,e,b,g,c,f# minor scales in harmonic form.

BASIC	DEVELOPMENTAL	EXTENSIONS
Play from staff notation a melody containing frequent metric shifts (2,3,2).		
Play at least three major or minor scales demonstrating different combinations of articulations:	Play at least three major or minor arpeggios demonstrating different combinations of articulations in basic.	
Play from staff notation a selection and interpret the following articulation markings:		

BASIC	DEVELOPMENTAL	EXTENSIONS
Play a selection containing arpeggiated diminished seventh chords.	Play arpeggiated major triads throughout the practical range of the instrument. ♩ = 72.	
	Play arpeggiated minor triads throughout the practical range of the instrument.	
	Play, using chord symbols I, IV and V7, arpeggiated chord progressions in 1st inversion.	
Aurally identify harmonic progressions characteristic of blues style.	Describe the "blues tonality."	

BASIC	DEVELOPMENTAL	EXTENSIONS
Explain, after listening to a recording and/or ensemble experience, the dominant characteristics of 20th Century music (performance practices, harmony, texture, dynamics, form instrumentation and other).		
Explain, after listening to a recording and/or ensemble experience, characteristics of American music, such as blues, ragtime, jazz, broadway musicals and others.		
	Compare, after listening to a recording and/or ensemble experience, the differences among blues, ragtime and jazz (performance practices, harmony, texture, form and instrumentation).	
	Compare, after listening to a recording and/or ensemble experience, the differences among a concert march, a suite for band, a sonata-allegro form and an overture.	
Select, after listening to recordings and/or ensemble experience, favorite music from one of the four periods of music, Baroque, Classical, Romantic, 20th Century - and explain why.		

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BASIC	DEVELOPMENTAL	EXTENSIONS
Dynamics		
Play a selection and interpret contrasting dynamic markings < >f, ff, sfz, sfp, f subito and p subito.		
Tempo		
Play a selection and interpret the tempo L'istesso tempo.		
Play, as a member of an ensemble, selection of tempo changes as indicated by the conductor.		
Timbre		
	Compare typical tone color of various instrumental ensembles, e.g., concert band, jazz ensemble, rock band, woodwind quartet.	
	Analyze the relationship of non-traditional sounds, e.g., electronically produced or environmental sounds, in compositions being studied.	